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The most important news in sustainability, delivered weekly. gb&ds Network for the Built Environment gb&ds Top Architecture Projects To help you plan your year 5 science lesson on: Thermal insulators: do and review, download all teaching resources for free and adapt to suit your pupils' needs.The starter quiz will activate and check your pupils' prior knowledge, with versions available both with and without answers in PDF format.We use learning cycles to break down learning into key concepts or ideas linked to the learning outcome. Each learning cycle features explanations with checks for understanding and practice tasks with feedback. All of this is found in our slide decks, ready for you to download and edit. The practice tasks are also available as printable worksheets and some lessons have additional materials with extra material you might need for teaching the lesson.The assessment exit quiz will test your pupils' understanding of the key learning points.Our video is a tool for planning, showing how other teachers might teach the lesson, offering helpful tips, modelled explanations and inspiration for your own delivery in the classroom. Plus, you can set it as homework or revision for pupils and keep their learning on track by sharing an online pupil version of this lesson.Explore more key stage 2 science lessons from the Properties, changes and separating materials unit, dive into the full secondary science curriculum, or learn more about lesson planning.HARRY:There you go.FRANKIE:Check.HARRY:Anything else?FRANKIE:Just that tub of ice over there, please.HARRY:I mean, yeah, there's a tub, but it's. It's kind of all just. Water.FRANKIE:The ice melted.HARRY:Yep.FRANKIE:I knew I should have wrapped it to keep it frozen.HARRY:What? No!HARRY:Wrapping things up makes them warm up. Right.FRANKIE:We can figure this out.HARRY:I'm in, it's time for an investigation.HARRY:OK, well, first of all, we need to find some materials to wrap our icein, so let's find some material. OK, OK. I've got some kitchen foil.FRANKIE:Found some bubble wrap.HARRY:Kitchen foil bubble wrap. And anything else?FRANKIE:Will cloth work?HARRY:That will do!HARRY:Method!HARRY:We're trying to find out which material is the most effectiveinsulator. For this experiment, We're going to use four trays, four equal sized ice cubes, three to wrap in material and one to leaveunwrapped. Three equal sized sheets of material to wrap the icecubes in. We're using tinfoil, bubble wrap, and cloth. And scales tomeasure the weight of each ice cube after the experiment. Theheavier the ice cube, the less it's melted. Let's get started.FRANKIE:Okay, so we got our three materials cut off all of the same size.HARRY:Yes. And actually, if we had more of one material and than another, that would be an unfair test. Well, we also have to do as drwup at the table of results. OK. So on the left hand side of our tablewill be our change variable. And in this case, it is our materials onto right hand side will be our measure variables. And what thatwill be is when we measure the weight of each ice cube after it'sunwrapped. Which one then do you think is going to do the trick?FRANKIE:To be honest, I don't know why, but the foil is calling my name.HARRY:Really?FRANKIE:Yeah, yeah, yeah.HARRY:Surely it's going to be the cloth.FRANKIE:You reckon?HARRY:It's like. It's like when you wear a coat, right?FRANKIE:And there's something called insulation, OK? Insulation just keepsyou at the same temperature. It doesn't necessarily make you hotteror colder. It's just all the same.HARRY:There we go. And they all wrap the same and fairly evenly. So I guess now all we have to do is wait and see.FRANKIE:All right, let's see then.HARRY:Well, straight away, look at this one, the unwrapped ice cube.FRANKIE:Look at this.HARRY:That tray is absolutely soaked in water.FRANKIE:River Thames right there.HARRY:That looks like on the face of it, that looks like nothing much.OK, But, look at cloth, feel that it is soggy. It is soaked up andabsorbed all of the water.FRANKIE:Wow.HARRY:What about foil?FRANKIE:Oh, nothing.HARRY:Not too much. Again, tray. Bone dry. Finally, bubble wrap a little bitot water.FRANKIE:Okay. Yeah, I can see hiding it!HARRY:But not a lot though.HARRY:And that's not absorbed it at all.FRANKIE:OK. You know, I think we should just weigh the ice cubes.HARRY:I think so. Go on then should we start with the unwrapped one turnit to zero grams.FRANKIE:So that 33.HARRY:Yes.HARRY:So that was unwrapped. So shall we do cloth next?FRANKIE:OK.FRANKIE:I thought this was going to be heavier. 53.HARRY:53.FRANKIE:OK.HARRY:OK. 53 grams.FRANKIE:Perfect. So there you go.HARRY:Go next.FRANKIE:I'm feeling about this one.HARRY:OK.HARRY:This one feels. There's not a lot of water in the tray.FRANKIE:Yeah, feels like a biggie.HARRY:Oh 50 oh 55. It's gone up last minute. 55. OK come on should I doBubble Wrap.FRANKIE:There you go.HARRY:OK. Bubble wrap. 57 grams.FRANKIE:OK.HARRY:Right. So now we just have to figure out what these resultsmean? We've been trying to find out which material is the mosteffective insulator. We learnt that bubble wrap was the best byobserving that the ice cube we wrapped in bubble wrap was heavierafter 10 minutes than the other three ice cubes we tested. Thismeans it had melted the least. Investigations like this are great forhelping us learn about the world around us. Remember, you need achange variable, a measure variable, and a way of controlling yourexperiment to make it a fair test.FRANKIE:So what are you waiting for?It's time for a picnic and presenters Harry and Frankie want to take some ice with them to keep their food cool.However, ice melts really easily. So, they investigate whether wrapping ice in a material stops it from melting and if so, which material works best?To do this, they set up a comparative test.In the test, the change variable was the type of material used to wrap the blocks; the measure variable was the weight of the ice.This short film is from the BBC Teach series Experiments in controlled environments.Back to topBefore WatchingAsk your learners which foods they like to take on a picnic or have in their packed lunches? How do they keep those foods cool? Why is it good to keep food cool?Imagine you are going to test some materials bubble wrap, fabric, foil and no material to see which one keeps an ice block frozen. Which one do you think would work best? Why?Materials that dont conduct heat well are called insulators. Ask the children how an insulator might help keep food fresh?After WatchingLook at the table of results again. What conclusions can you draw from this data? Why was bubble wrap the best material for keeping the ice from melting? Ask the children to rank the results from best to worst. How much larger was the ice block when wrapped in bubble wrap, compared to the ice block without any wrapping?The bubble wrap is a good insulator. Ask your children to explain how the bubble wrap was preventing the ice from melting too quickly. Ask your children to think about other places where they see insulation? Have they got a food or drink container with insulation? Which materials are used as insulators?Try out this investigation. Can you find any other materials that are good insulators?Key Scientific KnowledgeInsulation thermal insulation consists of materials that conduct heat poorly. Many good insulators are made of non-metallic materials filled with tiny air spaces. Insulation, reduces the movement of energy in either direction.Melting - heat melts a solid and turns it into a liquid.Developing Practical Enquiry SkillsComparative test enquiries - comparative test are an opportunity for children to make comparisons. In this case we are comparing materials. To set up a comparative test we change one variable, measure another variable and keep all the other variables the same.Variables these are factors that could be controlled or changed as part of an experiment. In a fair or comparative test there is one change variable (independent variable), one measure variable (dependent variable) - the variable being measured or observed. All other variables are controlled and kept the same.Constructing a table tables are an important tool for collecting and organising information. Tables are made of columns and rows. Usually, the change variable (independent variable) is recorded in the left-hand column. The right-hand column records the measurements or observations (dependent variable). Each column should be labelled, including the units of measurement as appropriate.Conclusion - To draw a conclusion is to make a judgement based on the evidence you have gathered. A conclusion includes a summary of whether any patterns were spotted in the data; plus, an explanation of the findings using appropriately scientific language.Ideas for further learningSome materials work better as insulators if they are used in combination with another material or if you use more than one layer. Ask your learners to investigate which combination of materials might work together to keep an ice block frozen for even longer.These short film clips support teachers with practical enquiry. They can be both used as a resource for learners to watch at home. Or as a stimulus to support learners to plan and conduct their own science investigations. They link to the UK Science curricula.MaterialsPupils group materials together, according to whether they are solids, liquids or gases.Pupils observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.(C).Science enquiry / Working scientifically skillsPupils should plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.Pupils should take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.Pupils should record
data using tables.Back to topBack to topLanguage:EnglishCymraegGaeilgeGidhlig \*\*Unlimited Quizzes Await You! \*\* Hey there, quiz champ! You've already tackled today's free questions. Ready for more? Unlock UNLIMITED Quizzes and challenge yourself every day. But that's not all... As a Subscriber you can join our thrilling "Daily Streak" against other quizzers. Try to win a coveted spot on our Hall of Fame Page. Don't miss out! Join us now and keep the fun rolling. Subscribe & Play Maybe Later 60 mins | Suitable for stages: 3 - 4 A 60 minute lesson in which students will investigate which materials are the best thermal insulators. Login to view the lesson plan. We create premium quality, downloadable teaching resources for primary/elementary school teachers that make classrooms buzz!Piping Thermal Insulation is very important for saving energy costs and maintaining the process fluid temperature at the required level. In case, thermal Insulation is appropriately chosen and used so that it is Non-complaining, Maintenance-free, and Patient workhouse. It looks after the economy with tremendous savings in energy costs, the safety of personnel, and smoother process control.On the other hand, insufficient or poor piping insulation or deterioration of existing thermal insulation can be a cause of huge energy loss. So most of the time, thermal Insulation is defined as, A major tool in improving energy availability. The thermal insulation material is also important to achieve low thermal conductivity and low thermal inertia.The basic objective of thermal insulation is to retard the flow of heat:From a hot surface to a cold environment orFrom a warm environment to a cold surfaceInsulated PipesFig. 1A and Fig. 1B below show a typical example of heat losses from the piping surface if the pipe is not insulated,Fig. 1A: Example showing Heat Loss from Hot SurfacesFig. 1B: Energy loss from the pipe without thermal insulationThe heat loss values are normally corrected by the correction factor for certain applications:Piping thermal insulationReduces fuel consumption, and hence overall operational cost so day-to-day economic benefits.Reduces capacity requirements for heating/cooling systems (boiler, refrigeration unit, etc)Savings in Capital costsEven though the basic requirement for providing thermal insulation is Economic, still it is not the sole criterion. The process requirement controls the usage of thermal insulation.Reduces the temperature drop of fluid in a heated systemReduces temperature gain of fluid in the refrigerated system.Reduces boil-off rate in a volatile liquid storage systemAssist in maintaining thermal balance in the reaction systemIn the heated system, it lowers temp. of exposed surfaces- protects workmen from burn hazardProvides fire protection for plant, equipment & pipingReduces capacity requirements for heating/cooling systems (boiler, refrigeration unit, etc)The thermal insulation thickness for which the total cost (insulation material cost + energy cost) is minimum is termed as economic thickness. Refer to Fig. 2 below which shows the total cost for a typical plant. Similar curves are plotted to find out the economic thermal insulation thickness.Fig. 2: Determination of Economic ThicknessBy virtue, Insulation shall resist heat transfer by:RadiationConvectionConductionMass-type insulation: Based on interposing a mass of material with a built-in capacity to retard heat flowReflective Insulation: Based on providing a series of the reflective surface with the intervening space s evacuatedMicroporous Insulation: Based on a combination of Mass & Reflective technologies.Significant physical parameters of thermal insulating materials can be divided into:Thermal PropertiesChemical PropertiesCommercial FactorsThe basic thermal parameters that thermal insulation materials should possess are:Temperature resistanceThermal conductivityThermal diffusivity, andThermal shock resistanceMajor Chemical properties of insulating materials are:Compatibility with the metal surfaceCompatibility with environmental mediaDeterioration arising out of the chemical actionLife of insulation materialAlkalinity (pH) or acidityChemical Reactivity/passivityCoefficient of Expansion /ContractionCompressive Strength & Breaking LoadAbrasion ResistanceCombustibilityMost important, THERMAL CONDUCTIVITYThe thermal conductivity of a material provides the heat loss per unit area per unit insulation thickness per unit temperature difference. The unit of measurement is W-m2/mC or W-m/C. With an increase in temperature, the thermal conductivity of materials increases. That is why the thermal conductivity for thermal insulation materials is always specified at the mean temperature (mean of hot and cold face temperatures). Fig. 3A provides a curve showing the relation between thermal conductivity and density of the thermal insulation material. Fig. 3A: A curve showing the relation between Thermal Conductivity and DensityRefer to Fig. 3B below which provides some typical thermal conductivity values for hot and cold insulation materials. 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